



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Central Okanagan Public Schools	School District/Independent School Authority Number: SD23
Developed by: Ed Schnellert, Megan Frederick, Spencer Bach	Date Developed: February 2019
School Name: Okanagan Mission Secondary School	Principal's Name: Bruce McKay
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Music in Cultural Studies 11 (MCS11)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Students should be proficient in performing instrumental or choral music at “Level 3/Intermediate” standards by having completing Band and/or Choral (or equivalent) for Grades 8-10.

Special Training, Facilities or Equipment Required: Instructors will apply *First People's Principles of Learning* to frame learning around culture, social organization, and leadership. Instruments (drums, winds, percussion, brass, strings, electronic, vocal, electronic) are required for each student. For ensemble and group rehearsals, a specialized music room is needed for best acoustic experience and health & safety. Students must be willing to participate in guided learning with intercultural collaborations and musical performance activities.

Course Synopsis: Music in Cultural Studies 11 (MCS11) is an experiential course that connects the learning and performing music with collaborative cultural studies to create community-building opportunities across diverse cultures.

Learners will develop an understanding of how music can play a powerful role in fostering listening and learning relationships that are based on trust, understanding, and reaching shared goals, to open up connections and healthy relationships with people from diverse racial, language, ethnic, and/or economic groups. Through guided cross-cultural collaborations and inquiries around identity, power, history, diversity and justice, learners will be supported in finding some common synergies, affinities, and interests that are shared between people from different cultural backgrounds.

Presentations of learning will focus on creating and sharing understandings through music and story-telling, and may include cross-cultural community gatherings and performances, cultural exchanges, and/or solo projects.

MCS11 naturally infuses learning all across the Core Competencies. By co-creating musical projects to explore the cultural, historical, and social perspectives with the people who make it, students will be deeply engaged in Personal/Social, Thinking, and Communication realms.

Goals and Rationale:

Rationale Music has always played an integral role in the lives of individuals and communities all around the world because it is intrinsically linked to cultural identity. MCS11 takes the understanding of music beyond the notes and sounds and into a consideration of its deeper cultural relevance and context: as a powerful medium to explore and communicate cultural understandings and historical events. By connecting collaborative musical projects with cultural studies, a safe space is cultivated for people to share healthy and open presentations with emotion and intuition, which can foster deeper understandings and relationships between people.

The course is naturally open to create collaborations and relationships between Music students and cultural community groups, with educational partners such as Aboriginal Education, International Education, Arts, Humanities, Social Studies, Languages, Social Sciences, and/or all others with ideas to help achieve the intended outcomes.

Goals: When the course has completed, in addition to having expanded their musicianship, students will have gained practical experiences in creating positive community engagements, multicultural collaborations, building relationships with people across different cultures, supporting inclusive communities, and ethical leadership.

Goals will evolve as learners are guided within the collaborating cultural communities around the following ideas:

- Knowing the definition of culture, and how that informs a sense of identity and purpose
- Understanding what cultural group(s) a person belongs to, and how context can influence the understandings of what that means
- Developing an appreciation for music's ability to powerfully communicate important ideas, and by learning together to create and sharing music, we can establish trust, rapport, and friendships with people from different cultures
- Importance of developing an appreciation for diversity, and the attributes needed to build and sustain positive relationships with diverse groups of people

- Place-Based Learning: to forge a holistic relationship between learners and their learning environments, wherever practical, learning should take place in the locations that are most relevant to the cultural study; How the settings of “place and time” can influence the understandings of both historical “truths” and musical performance.
- Improve both individual and ensemble musicianship by providing deeper engagement in a variety of genres, tonalities, and forms.

Aboriginal Worldviews and Perspectives:

The learning within MCS11 is framed by First Peoples Principles of Learning, where all learners have opportunities to understand and respect their own cultural heritage as well as that of others, and:

- Learning connected to community involvement: Partnering across cultures to learn about self, community; learning to support the well-being of the community by searching for the synergies and affinities between all people
- Creating music with and for people across diverse cultures is strongly connected to building relationships. Music is a real time experience that is shared between performer(s), composer, and audience
- Developing a sense of purpose, belonging, and appreciation for the community, land, spirits, and ancestors.
- Performing music tells a story, sometimes as an intentional music device used by a composer, or sometimes placed onto a piece of music by the performer and/or listener.
- Learning music is self-reflection of a composer’s story, or group affirming in presenting the history and culture of the country in which the music was written.
- The power of story, an awareness of history, community involvement, and an emphasis on identity and experiential learning
- Music is often written as a response, or precursor, of historical events and can play an important part in creating a deeper understanding of history and culture. Performers and listeners must be aware of the specific historical context in which a piece of music was written. This should include an understanding of the prevailing views of the time, which may include consideration of racism, sexism, classism, colonialism and worldviews.
- Musicians, in the act of performing either solo or as a group, can grow in their own identity as they come to understand music in a deeper and more personal manner
- Learning music through cultural studies supports well being of self, family, the land, and the ancestors.

Course Name:

Grade:

BIG IDEAS

Individual and collective expressions and understandings are informed by context, history, culture, community

Music offers unique ways of exploring and evolving a sense of identity, purpose, and understanding

Individual and collective expression is rooted in history, culture, and community

Growth as a musician requires perseverance, resilience, and reflection

Aesthetic experiences have the power to transform the way we think and feel

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Exploring and creating</i></p> <ul style="list-style-type: none">• Combine and arrange artistic elements, processes, and principles in music making by intentionally selecting and applying materials, technologies, environments, tools and techniques• Engage in appropriate risk taking to express meaning, intent, emotion, and thought• Consider audience and venue while composing and/or rehearsing music for performance• Demonstrate an understanding and appreciation of personal, social, cultural, environmental, & historical contexts through the study and creation of meaningful music• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore relationships between identity, place, culture, society, and belonging through music• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to music <p><i>Reasoning and reflecting</i></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• The roles of performers and audiences in a variety of contexts• Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works• Contributions of innovative artists from a variety of genres, communities, times, and places• Personal and social responsibility associated with creating, performing, and responding in the arts• The ethics of cultural appropriation and plagiarism <p><i>Elements, principles, vocabulary, symbols, and theory of music</i></p> <ul style="list-style-type: none">• Sensibly apply elements and principles, such as beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, in order to create meaning in my music• Explain processes, technologies, tools, strategies and techniques to support creative musical works• Explain how notation represents sounds, ideas, elements

- Reflect on rehearsal and performance experiences; make connections to future learning
- Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation
- Consider the function of one's instrument or role within the ensemble
- Analyze the style of music to inform musical decisions
- Respond musically to structural elements of the repertoire
- Research, describe, interpret and evaluate how musicians use processes, materials, movements, technologies, tools, techniques, and environments in music
- Develop and refine ideas, processes, and technical skills in a variety of musical works to improve the quality of musical creations
- Reflect on musical performances and musical processes to understand musicians' intentions
- Interpret musical works using knowledge and skills from various areas of learning
- Examine relationships between music and the wider world

Communicating and documenting

- Use music to communicate, respond to, and understand social and global issues
- Document, share, and appreciate musical works and experiences in a variety of ways and contexts
- Communicate and interpret ideas through the language and symbology of music
- Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance
- Demonstrate respect for self, others, and the audience
- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Interpret and communicate ideas using symbols and elements to express meaning through music
- Take creative risks to express feelings, ideas, and experiences
- Express feelings, ideas, and experiences through music
- Describe, interpret and respond to works of music
- Experience, document, perform, and share creative works in a variety of ways

and actions

- Use symbolism and metaphor to explore ideas and perspective
- Have knowledge of a variety of national and international works of music and musical traditions from diverse cultures, communities, times, and places
- Explain ethical considerations and cultural appropriation related to the arts & music
- Know and can demonstrate personal and collective responsibility when creating, experiencing, and performing in a safe learning environment
- Music Literacy: ability to read and notate music ideas, use appropriate music terminology and understand the elements of ensemble performance
- Techniques specific to individual or families of instruments, including:
 - Winds (basic chromatic fingerings/slide positions for at least two octaves, development of intonation in different registers, basic articulation, embouchure and breath control, development of tone quality, transposition)
 - Percussion (development of technique, tone quality, and intonation)
- Technical skills, strategies, and technologies

Creative processes

- Movement, sound, image, and form
- Role of the performer, audience, and venue
- Awareness of the role of the individual instrument within the ensemble
- Appropriate personal and group concert expectations and etiquette
- Following and responding to visual and verbal cues of the conductor
- Appropriate care and maintenance of instruments
- Development of musical response to the acoustics of different venues

Connect and expand

- Explore music reflecting personal voice, story, and values in connection with a specific place, time, and context
 - Connect musical study and performance with experiences beyond the classroom
 - Make connections through music between individuals in the learning community on a local, regional, and global scale
 - Demonstrate personal and social responsibility associated with creating, performing, and responding to music
 - Make connections with others on a local, regional, and global scale through music
 - Use technical knowledge and contextual observation to make musical decisions
 - Demonstrate safe care, use, and maintenance of instruments and equipment
 - Practice appropriate self-care to prevent performance-related injury
- Traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
 - The use and power of story within ensemble music
 - Awareness of history of symphonic music and its connections with First Peoples history
 - History of a variety of musical genres
 - Have basic knowledge of ensemble repertoire across a range of styles, countries, cultures, and periods. Includes historical context and performance practice specific to strings, winds, percussion
 - Ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Understand

- Multicultural collaboration includes everybody, builds relationships, emphasizes common interests, creates a community, and makes a more just society.
- Self and group Identity is explored, expressed, and impacted through arts experiences.
- Music provides opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.
- Music uses its own unique sensory language for creating and communicating with emotion and intuition

Curricular Competencies – Elaborations

Do

- **Fundamental Music Skills:** Perform in a large ensemble, where collaborating musicians perform together (e.g., drum, social or ceremonial, concert band, concert choir, jazz band, string or symphony orchestra, guitar ensemble); Small ensemble: ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., drum, social or ceremonial, rock band or similar contemporary genre, jazz) combo, brass quintet, string quartet, chamber choir, vocal jazz ensemble)
- **Creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **Variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **Place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world
- **Musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **Personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **Respond:** through activities ranging from reflection to action
- **Maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **Performance-related injury:** for example, repetitive stress injuries, vocal strain, or other damage to oral and aural health

Content – Elaborations

Know

- **History through Constructivist Lens:** the influences across time of social, cultural, historical, political, and personal context on musical works; includes the influences of historical and contemporary societies on musical works, as they contribute to meaning and understanding of “truth”.
- **Cultural appropriation:** use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or

Content – Elaborations

without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

- **Elements**, principles, vocabulary, symbols, and theory of music: meter, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages (German, French, etc.), expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **Winds**: Fingerings/slide positions, including alternate and trill fingering Intonation Articulation (e.g., tonguing, multiple tonguing) Ornamentation (e.g., trills, glissando, grace notes) Embouchure Breath control Tone quality (including vibrato) Use of mutes
- **Percussion**: Stick, mallet, beater, and brush technique Hand-drumming technique Pitched percussion technique Articulations Fills, shots, tone quality, intonation
- **Creative processes**: the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
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Recommended Instructional Components:

- Direct instruction, Demonstrations, Modeling Experiential learning, Online rehearsal track recordings, In-class critical review, Research and presentation, Large ensemble rehearsal instruction, Small ensemble instruction (chamber ensembles, etc.),

Recommended Assessment Components:

Guided by the instructors in collaborations across cultures, music students will: Collaborate with diverse cultures to identify the desired outcomes of the presentations of music for cultural/historical learning; Criteria Based Assessment: Collaborate with leaders to decide what would be acceptable evidence of success - what it would sound, look, and feel like; Plan and co-create learning experiences: rehearsals, score selection, study of history, and presentations of learning.

Assessment may include: Self-Assessment; Peer-assessment; Performance Assessment; Feedback and assessment of research; idea-development; and final products; Self-assessment of process and final product; Rubric-based assessment of individual projects: criteria and rubrics to determine the standards met and the level of performance attained; Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development; In-class and concert performances of audience reactions.

Learning Resources:

Community cultural groups, Classroom Music method books, music scores shared and/or written between collaborating cultures, rehearsal tracks posted online, Collaboration and learning supports for students is done in collaboration with cultural elders, leaders, and cross-curricular partners.

Additional Information:

None